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DECEMBER COVER

Winter comes to Indiana State

The snow-covered building pictured on the cover is the Student Union Building at Indiana State Teachers College.

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VOL. XXVIII

DECEMBER, 1956

NUMBER 3

THE TEACHERS COLLEGE JOURNAL



Guidance Conference...

Sponsored by
Central Indiana Branch, American Personnel and Guidance Association
and Indiana State Teachers College - - May 12, 1956

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Terre Haute, Indiana
Co-chairman

EDITOR'S NOTE

This is a report of the second annual statewide conference of the Central Indiana Branch of the American Personnel and Guidance Association. The first was held on the campus of Ball State Teachers College in May, 1955. At the luncheon session of this second conference a plaque was presented to Dr. Harry D. Kitson for his pioneering contribution to the vocational guidance movement in the United States.

Special acknowledgments are extended to the Audio-

Visual Department of Indiana State Teachers College for making the tape recordings of the proceedings which make it possible to report the conference; to Miss Helen Ederle, Associate Professor of Education, Indiana State Teachers College, for her assistance in editing the copy taken from the recordings, and to the vocational Printing Classes, Gerstmeyer Technical High School, Terre Haute, Indiana, for providing the printed programs of the conference.

Keynote Address:

Factors Influencing Vocational Choice

EDWARD S. BORDIN

ASSOCIATE PROFESSOR OF PSYCHOLOGY AND CHIEF COUNSELING DIVISION
UNIVERSITY OF MICHIGAN, ANN ARBOR, MICHIGAN

We have been doing considerable soul searching and a great deal of thinking about this problem of vocational choice over the last ten or fifteen years. Perhaps, this is the kind of searching in which we look at what we have been looking, yet try to look at it differently. I hope there will be some new looks in the discussion that I will present today.

One of the main characteristics in the shift that is taking place in our thinking about vocational choice is embodied in the tendency not to talk about vocational choice but to talk about **vocational development**. I think particularly of Super's article in which he discussed the theory of vocational development. This was one prominent use of that term as compared to that of vocational

choice. No doubt, the reason that Super chose the term "development" rather than "choice" was to emphasize the fact that this is not something that is a discreet event—something that takes place at a particular point in time—but rather that what we are talking about is a continuous process; something that starts quite early and presumably develops changes, and is not fixed.

Much of our work (and I am afraid a lot of our thinking and talking) has been as though we can take a person at a particular point in time, sit him down with his counselor, and they settle his life right there. It is bad that we have developed tests as technical devices that make it possible in such a short time to complete such a tremendous task.

It is my intention to try to look at vocational choice in this broader way—that of vocational development—and try to sketch in just how complex it is, how varied it is, and how much it is an intimate part of the individual's total development, the kind of group in which he lives, the kind of aspirations and goals, as well as the kind of anxieties, that he develops.

Another element in this concept of development of vocational choice is that it leads right into the philosophy of education which has been developing over the last half century. This is a philosophy of education which shifted emphasis from a process of putting into students' hands certain instruments, certain skills, certain knowledge, with which they were going out and wield

into life in the process of living to a process interested in the relationship between the **user of the instrument and how he is going to use these instruments**, these skills, as well as the **process of giving him the skills themselves**.

This concept of vocational choice as a process of development is really an integral part of our concept of education, so much as it is concerned with and having as its objective the development of the individual in which the instruments he uses occupy an important part. These all fit in together. To considerable extent when we talk about the development of the individual and the instruments, we are thinking about his personality development. We are thinking about his development as an individual and of all the integration which he achieves in the skills and the facilities that he acquires—the integration he achieves among these and his relationships with people, his aspirations, the kinds of emotions and feelings, and the kinds of impulses toward action which he has.

To this point, we approach the development of vocational choice here as something which is imbedded in the total process of personality development; and, therefore, as we look at vocational choice and its development, we have to look at the development of individuals, and particularly at their personality development.

If we are going to approach it in that way, one point of examination is our concept of personality development. Just what do we mean by it? How much do we look at it? As we have been developing our understanding of individual development and personality development, we have been moving to a conviction that in looking at personality and looking at the effective life of the individual, we cannot think of it as simply a series of discreet events—of simply a series of discreet experiences. But rather that these feelings, these experiences, are all interwoven; that they are organized around certain basic impulses—the impulses for love, for aggression, if you will. They are all a part of the need to

survive and to realize one's self. Around these basic impulses comes the development of standards and prohibitions.

Here, **we certainly have to think of the influence of others**. We have to think of the influence of others at the familiar level. We have to think of the influences of others in the form of larger groups as the experience of the individual widens and moves beyond the family, beyond the community, beyond even his local civic group. We have to think of the ways of directing and expressing one's feelings; the ways of expressing these impulses; the ways of pointing them toward realizable goals that are a part of the individual's development. We have to think of the ways of curbing the expression of these impulses, and of temporizing with them, which all becomes part of this integrated whole.

Regardless of specific theory, most of us are accepting the fact that all of these feelings are either indirectly or in most cases directly related to people. They get organized around relationships to people. To begin with in the earliest relationships in the family with one's parents, one's siblings, or parent substitutes if there are no biological parents. Then the process of development involves the process of transfer of these feelings into broader relationships. The organization of these feelings around one's parents (one's immediate family) becomes somewhat diluted; the individual begins to spread out and now the important people in his life do not become quite as specific, quite as concentrated—starting from the first time he leave the family to go to school, whether it is kindergarten, nursery school or first grade on out, as he moves into ever widening circles of relationships.

One of the other points here that is **a critical point as far as the development of vocational choice is concerned is the adolescent period**. This is the period when the individual begins to shift from just using models taken as a whole to developing some composite which represents his unique accumulation and organization of experience. It

is shown in Havighurst's study of adolescent development. Adolescents of various ages, some preadolescents, some later adolescents were asked to indicate who their ideals were and what people represented their ideals. The younger group was more likely to select either parents or teachers as ideals. (If you could communicate with younger children prior to entry into school, you would find their ideals almost completely their parents—one or both.) As they move into the schools, the teachers begin to partake of these ideals. Then as you get them at the adolescent stage, these ideals now begin to represent composites—there is no one person. They are neither teachers nor parents, one finds. They are more frequently composites, and of course, we do have many children who, I would assume (and this seems an important area of research) are less mature in their development and therefore are more likely to cite either teachers, or being less mature, parents as the ideal. It is true, however, that the parents are in the ideal too in any healthy developing youngster who cites composites as ideals. I wouldn't want to appear to be saying that healthy growth means the rejection of one's parents, the losing of one's roots; but rather an expansion so that the ideal no longer becomes simply a repetition (a complete repetition) of their parents in terms of their ideals, in terms of how they operate, and what they work for.

This leads to the looking at two kinds of factors in this developing process of vocational choice. One of them is very clear. That is **the reaction to one's models**—identification to one's models—as a source of the direction one chooses, as a source of the values, as a source of choosing the place in the world that one is going to fill. When we make studies of the development of vocational choice, the influence of older persons is readily seen. Now this process of identification is not a very simple one. It has its variations; it has its vicissitudes, and for many of our youngsters there is often a great deal of conflict. All youngsters do not solve the problem of identifica-

tion readily; sometimes there are forces which cause them to cling strongly to their parents. Sometimes these factors happen to be in the parents themselves. Sometimes there are other issues which enter to confuse this process of working out a freer identification and to surround it with a great deal of conflict. Here is one of the places where we get problems. These are many times the kind of youngsters that we are seeing and trying to help in the process of vocational choice, particularly at the adolescent period. These are the youngsters who are having difficulty with working out in a smooth way this transitional identification process. Either they are not able to deal with the influences of their parents and others around them, or they are not able to work them together into some integrated whole which represents them and represents their unique development.

Now another direction to which the discussion leads is perhaps not so clear. (At least, as far as I know there has not been a great deal of research, although we do happen to have one study at Michigan which illustrated this source of vocational choice very clearly). That is that **the ways the individual develops and works out the modes in which he is going to express his feelings, the ways in which he is going to express his impulses, the ways in which he has to control them, the ways in which he has to curb them correspond to the kinds of activities that are demanded in various kinds of occupations.** In other words, the activity of the occupations may either support, fit in, be consistent with the individual's modes of expressing and controlling his feelings or they may be contradictory. Our assumption would be that the individual seeks to find occupations whose activities would facilitate his ways of expressing and controlling his feelings. It would make them easier rather than work against them.

We tested this out and I should give Dr. Stanley Segal, who is now a member of the University of Michigan staff, the credit for having carried through the

study which tested this kind of thinking. He selected two kinds of occupations which seemed to epitomize a contrast in terms of methods of expressing and controlling one's feelings—the activities of the occupation itself. He chose accountants and creative writers as the contrasting groups. Our general knowledge of these occupations, the activities they entail make them a natural choice. The occupations are very different in what they demand of the individual.

I will not go into any detailed discussion of this research itself, but suffice it to say that very discreet and very wide differences between these two groups were found. On the one hand, seniors in accounting who were already committed and who had already worked through, were compared with creative writers—as distinct a group as one could get without going out and seeking the eminent writers. All of the creative writers were people who had submitted for Hopwood awards or who had won Hopwood awards for creative writing. These were the groups. Incidentally, this comparison included the problem of identification, also. In setting up the study, and thinking about what would be the background for a choice of accounting as compared to one of creative writing, it became evident that the accountant would be some one who had formed very ready identifications with his father; he was following an occupation that fitted into one of the clearly perceived male occupations. Whereas the creative writer was not as likely to have as clear cut a model; there is not as likely to be any clear cut path that leads into creative writing—the entry job is not very clear. One just starts writing and hopes someone likes it and publishes it. Many creative writers have to have some other job in addition for support. Thus, it was assumed that the accountant would be much clearer in his identification; and in fact the results came out in such a way that they suggested that the creative writer perhaps is a creative writer because he looks at the world from many different positions rather than from one fixed position. This is

why he is able to empathize with all of us and be able to create these characters who for everyone of us seems to be real—seems to catch something that the rest of us looking at the world from only one fixed position with a fixed identification might not be as sensitive to.

There was also quite clear-cut evidence that suggested that the creative writer did not need as much structure; he did not need to know exactly where he was going. (That's almost the difference between the jobs and the preparation for the jobs). It was found in other tests that the creative writer did not need to know exactly what he was supposed to do or where he was going. The creative writer was more willing to react to emotional stimuli and more willing to express emotions than was the accountant. As might be expected, the accountant was a little more parsimonious in the way he expressed emotions—a little more careful.

Incidentally, it was not that one group was less mature, less well adjusted, than the other. In this regards, they seemed to be equal; rather, **the way in which they adjusted, the way in which they dealt with their own world, the ways in which they dealt with their own feelings were different and distinct** and seemed to have some recognizable relationship to the occupations they were choosing.

Well, this serves as an illustration to my thesis, and it seems that this leads to an entirely different conception of job analysis. All job analyses up until now have placed their entire emphasis upon what kinds of skills, what kind of intellectual equipment (even when they are thinking about personality, they are thinking about what kind of personality does it take to do this job) are required for success in the job. This has been the orientation of job analysis up until now. However, if we take this kind of research seriously and were now pushing it in other directions, it leads to saying, "Now we have to begin looking at jobs not in terms of what skills do they demand but what opportunities do they offer for some mode of expres-

sing and controlling one's feelings. There are applications to it in terms of job classification, let's say in service, where you might expect that if a man were placed in a military job that was not consistent with his modes of expressing and controlling his feelings, he might be more subject to breaking down under stress than if he were in a job where his activities were consistent with his modes of expressing and controlling his feelings. This is what I have in mind in this particular source of occupational choice. The assumption is that people naturally gravitate—try to gravitate; there's a pressure to gravitate—to those occupational activities which will provide them the opportunities to assume their natural way of expressing and controlling their feelings.

A recognition of this point is going to have to be, and, as a matter of fact, in an informal way and better than what we have done in the past in helping people with vocational choice. What we are doing here is bringing it into somewhat sharper focus and perhaps converting it into terms that would be more susceptible to research and not having to depend quite as much upon our free-hand experience of it and all the uncertainties that go with depending upon that kind of experience alone.

Another area (in thinking about the development of vocational choice) that has been expanding a great deal in the last five years is **the recognition of some of the sociological factors**; the influences of the group formation of attitudes and the effects they have on the individual development. We have had the sociologists, and the anthropologists becoming more and more interested in it and working at it. There have been a number of recent books on it, and psychologists and counselors are also being influenced by it. What we have here is the significance of work for the individual. Significances over and above these two quite unique personal factors. There is still considerable variability in these social factors as well. It isn't that there is one factor or one set of factors that is operating on all individuals, but it is of broader

effect and shared by more people than the more unique individual effect that was considered earlier in this report.

One example of this influence is the influence of seeking for status, the definition of status, and social status through one's job. Our sociologists have demonstrated to us that occupation is one of the important social status conferring characteristics of an individual. Whom one talks to; who looks to one, whom one looks down at, are very much tied to occupations.

Of course, one of the characteristics of our particular society is the flexibility and the mobility in occupational choice. In many societies, in many earlier precursors of western civilization there was much more rigidity, much less flexibility. A person was more or less born to his job; if his father was this, it was a matter of course that he would be this also. However, one of the clearest characteristics of our own educational and economic organization is the wide range of possible occupational choice open to any individual. There are still limitations, but compared to the kinds of limitations that have existed in other societies—that do exist in many societies today—they are very minimal. So this, we assume, to be one of the important sources: **The social status aspirations of the individual conditioned by society as a whole, conditioned by the individual's specific cultural group and the kinds of aspirations that are guided and formed by that group.** Of course, we should not overlook (we've come to think that man does not live by bread alone) but we still must not lose sight of the sustenance part of work—work leads to sustenance.

However, we would look at it a little too superficially if we did not go beyond this and think of what sustenance becomes for the individual. It is not just eating. It is not just having a roof over one's head. But as we develop, sustenance becomes a matter of feelings of certainty, well-being, of trust that everything comes out all right, of feeling of mastery that one's fate is not completely in the hands of other people but rather that it is partly in one's

own hands. All of this becomes part of the thinking, the feeling, the factors guiding the action of the individual, and these are not solely governed by the amount of money he has, or the amount of bread and groceries that he can buy.

Another social-psychological source of the meaning of work for the individual is **the opportunities for comradeship, for close interpersonal relationships, for feeling one with other people.** Part of our personality developments leads to a need to feel one with someone. Perhaps, we do not like to lose completely that feeling of oneness that was part of our biological relationship to our mothers and part of our psychological relationship to our mothers. This is something that still stays with us; and perhaps we would find, for example, that among miners and among others who work in hazardous occupations that this may be one of the important needs satisfied by that occupation. When persons are in a hazardous situation they need to get closer to each other. All of us have this feeling of closeness whenever a community experiences a disaster—when all of a sudden all of the barriers break down and we talk directly and in a way to people that, before this, we had at best nodded rather curtly and distantly to. Suddenly we begin to talk to them; they become people, and we share something with them. Many times this can be an important source of the meaning of a person's job to the individual.

The sheer problem that we are energy producing and energy discharging organisms means that we have to have something which engrosses our energy—something that provides us with a vehicle for the discharge of energy. For many, perhaps, for most of us, our occupations fulfill a very important function here. All of us have a certain amount of need for the discharge of energy, of activity. A life of complete inactivity just would not be possible for very many. For some of us that might be part of our pattern of controlling our feelings and maybe it becomes a necessary part, but this would apply to very few. There are periods of inactivity

surely, but we also need to have some medium, some means by which energy can be discharged.

Another important meaning of work is centered around the development of our standards and prohibitions. Work seems to get tied to being ethical—in doing the right thing, I think, particularly in our society. Perhaps in Eastern societies and in other cultures this may not be true. The life of yogi and of contemplation may have a higher ethical value than, for us, the life of work. For the dominant elements of our own culture, there seems to be the emphasis of time being right, being ethical, being moral with working, with doing one's job, contributing to other people, and so on. Many people, without working, just could not feel clean. They could not feel that they were morally, ethically, respectable people. It seems that we have to look at the sub-cultural differences. In certain sub groups there might be a greater emphasis on the motor as compared to the intellectual aspects of achievement. For example, there is a distinction between the middle class group of the intellectual as compared to the individual of the worker class group who expresses himself through motor action, and this is a form of achievement. This particularly applies, of course, to men. In some groups one would not fit the group's idea of a man if he were not doing a job that involved motor-physical action. Undoubtedly this may play an important part as a determining factor in vocational choice.

A common point made about the influence of sub-classes is that which places high emphasis on upward social mobility. This is especially true in the middle class groups and particularly for those who are at the lower end and who are trying to escape the lower classes and those at the upper end trying to catch up with those just outside their reach. This group is particularly sensitive to the status conferring characteristics of occupations. They are sensitive to what a person's occupation is and where this puts him in the social hierarchy. They are likely to express

this sensitivity in their vocational choice. Counselors have always talked about the white color illusion. Another example which would be very meaningful to this kind of group would be the comparing, the balancing of the values of psychic and economic income. We as part of our adjustment always keep emphasizing the psychic income.

We come now to some of the sources of vocational choice that have been a part of our thinking for a long time. For example, the individual must come to terms with the realities of himself and of the opportunities afforded around him—the realities of his potentials for mastering something; the realities of the equipment he already has, whether in terms of knowledge or of some motor skill. Here the educators, the measurement psychologists and so on, play a very important part.

The educators, for example, in the shaping of our educational program so that it does offer the individual the opportunities to learn something about himself, are concerned with the general process of evaluation, the problem of feed-back of both teaching skills and of helping the individual learn what mastery he has attained. I am not one who wants to do away with grading. It is the necessary part of the development of the individual to have some form of accurate feed-back of how well he is mastering the sort of things he is attacking, and from this gain some notion of what he is capable of mastering.

Then, of course, there are the sheer accidents of birth which involve the kinds of social groups into which one is born—the particularly physical, social, and psychological limitations that one experiences and has to come to terms with.

These then, are my concepts of the sources of vocational choice. There has been a number of attempts to look at it longitudinally. In some ways the book by the Ginsbergs on this problem summarizes it about as well as anyone. I will not dwell on this too much, because chances are that many of you are familiar with it. But as you may recall, the

Ginsbergs see the problem of vocational choice as going through a series of phases. In the earliest phase, presumably, with the very young child, there is a greater emphasis upon the child's impulses, upon what it wants, and the rather limited ways of expressing these impulses and of dealing with them, of keeping them in bounds that the child has learned or that have been part of the child's development up to this point. Thus in the early vocational choices we get a greater emphasis upon the impulses themselves and the rather primitive ways of dealing with them that have up to this point become part of the child's equipment. And so we get what is thought of as a not very realistic choice and what is spoken of as the stage of fantasy choice.

As the child moves closer to his adult relationship and begins to experience the limitations that his environment and the world place upon him, he begins to move into a great emphasis upon what I would call reality testing. Now, knowing a little more about the world around him (the part of the world that he sees as open to his penetration), he seeks to find some place in that world for him. He seeks to find what aspects of the world and what aspects of its demands he can master. And this is what we would call the reality testing phases—the phase where the individual explores how and to what degree his desires can be realized.

Then he moves into the first steps of actual choice—where he makes some occupational choice. Usually this represents, in effect, his first compromise—his first active compromise—now between reality and the realization of his desires. The whole continuous process that goes on from this is a successive effort on the part of the individual to try to search ever closer to the best compromise between his desires and the realities around him—to search out in what aspects of reality can he most completely realize his desires. Many people give up this process very early. One of the really discouraging characteristics of working with persons who

(Continued on page 46)

degree of coordination in the counseling of the young men and young women is essential. The dean of students will have charge of personnel and the coordination with the faculty advisers. We also discussed the relationship between the dean of students and the faculty advisors, and came to the conclusion that perhaps, both the dean of the college and the dean of students might have relationships with the faculty advisors—a rather tactful relationship, no doubt.

It was pointed out that even though college students have had some experience from the standpoint of vocational counseling in high school, there is much vocational counseling needed in college. And, following along the line of Dr. Bordin's talk this morning, this counseling not only involves skills but also involves other factors including the feelings of the individual. We mentioned some of the emotional and social problems which nearly always involve young people and the contributions of dormitory counselors in meeting these problems. The group was favorable to the system in many colleges which makes it possible to have student counselors working under the dormitory counselors.

The problem of the orientation of

new students, which is the positive side of counseling, was raised. The better our job of orientation the less will be the negative aspect, the disciplinary aspect of the work of counseling or of the deans of men and women. The trend toward preventative rather than remedial work so far as counseling is concerned was brought out at this point. It was soon determined that the orientation programs for new students varied considerably with the various schools. Mention was made of the Ball State Teachers College plan, whereby orientation is provided in a four hour course which extends for the first term.

The problem of learning about students and becoming better acquainted with them and helping them to become better acquainted with each other was discussed at length. The great variations in the testing programs of various schools were discussed and the Notre Dame representative pointed out and gave examples of their program, which includes the use of the Thematic Apperception test and Rorschach test in certain cases. It was our consensus that most of us would rather use a few good tests with some degree of common sense rather than to go overboard on testing devices.

In regards personal record blanks and

cards, we discussed how much information should teachers and others have or could have about students. There was some suggestion that maybe the professors should not have too much information about students. However, it seemed that with an in-service training program and an attitude of helpfulness, even faculty members and certainly counselors should have full access to all of these personnel records.

It was felt that we have an inadequate number of trained counselors, and for that reason, it is necessary to utilize part-time counselors under certain circumstances, preferably those who would have interest in the problems of youth.

It was mentioned that the referral responsibility of counselors is quite important; this included referring to health services, to reading clinics, to psychological clinics, etc. The hope was expressed that some day colleges might have access to psychiatric services as well as to all these other services which are now already established.

The goal of counseling, we agreed, is to provide aid in the adjustment of students; to help them live good, clean, upright lives, and to develop self responsibility so as adult citizens they will be better able to solve their own problems.

Section III Counselor Training and Research

JOSEPH HOLLIS

ASSISTANT PROFESSOR OF EDUCATION, BALL STATE TEACHERS COLLEGE
MUNCIE, INDIANA

Panel Participants: Joseph Hollis, Chairman, Ball State Teachers College, Muncie, Indiana; Delton C. Beier, Director Psychological Clinic, Indiana University, Bloomington, Indiana; Freeman D. Ketron, Indiana State Vocational Rehabilitation, Chief, Guidance Counselors; David W. Robinson, Assistant Dean of Students, DePauw University, Greencastle, Indiana; Louis G. Schmidt, Associate Professor of Education, Indiana University, Bloomington, Indiana; and Franklin J. Shaw, Di-

rector, Psychological Clinic, Purdue University, West Lafayette, Indiana.

The members of the Counselor Training and Research panel questioned one another—frustrated one another—to such an extent that we had professional growth, because each of us had an opportunity to make his own contribution. Among those contributions in terms of counselor education, we report the following that we considered to be important areas of research in the field of counselor training:

1. **We need to know more about what people are actually doing in counseling.** It was pointed out that there is a national study now being made of this problem. It will be published in June and will be released from the guidance counseling and training section in Washington D.C. We felt that those in the area of counselor education should obtain a copy of this report, study it, and find out what the implications are for us.

2. **We should study, and give the individual who is in the field of counselor training an opportunity to experience counseling while he is being trained.** We feel that starting him at this time point (that Dr. Bordin mentioned this morning), is not enough. We need to have a continuum.

Panel Reports. . .

Section I Secondary School Counseling

EARL PIKE

DIRECTOR OF GUIDANCE, TERRE HAUTE CITY SCHOOLS
TERRE HAUTE, INDIANA

Panel Participants: Joseph Jones (Chairman), Vice-Principal, Director of Counseling, Washington High School, Indianapolis, Indiana; Max Beigh, Director of Guidance, Anderson High School, Anderson, Indiana; Bess Day, Director of Guidance, Michigan City, Indiana; Alexander Moore, Vice-Principal and Dean of Boys, Crispus Attucks High School, Indianapolis, Indiana; Marvin V. Oakes, Director of Guidance, New Albany Senior High School, New Albany, Indiana.

The Secondary School Counseling group discussed five different aspects that we feel quite important in our field and in terms of Dr. Bordin's talk this morning. These factors together with a summary of our discussion is as follows:

1. **What is the dividing line between good teaching and guidance?** It was our consensus that the teacher is in a position to serve as the best guidance counselor if he is ready at the proper time. A lot of good guidance comes to pupils

from teachers who are not specifically titled counselors or guidance leaders. All teachers, we hope, are logical persons to give guidance education. It is somewhat like our speaker mentioned this morning, when he spoke of vocational choice or vocational development. We have a choice but then we have to develop it. The teacher decides when that choice is ready for the student and then when they can develop it, a good job is being done.

2. **How do we reach parents?** After considerable discussion we left this question without a specific answer because there is really no one best answer. We have all met this problem and have found various ways of attempting to solve it. Methods involve the parent-teacher organizations, a getting together of teachers and parents, and pointing out the efforts of teachers in trying to lead the students in their choices and development in getting ready for further educational advances.

3. **When are students ready for guidance?** As there is a readiness period for

reading, so too, there is a readiness period in the field of guidance—when a person is interested. If we are able to take advantage of that interest, then we can get the students to really think this problem through.

4. **The use of career days in the guidance program.** We stressed the guidance career days with emphasis upon the junior high school as a good place for them. Probably this is the time when it means the most to those children thinking about a career, although we recognized that they change their minds quite frequently. The junior high school career day, however, really gets them to thinking. We mentioned various illustrations of career days at the senior high school level, but most of us believe that these come a little too late to do the good that we would like them to do. However, such career days are very helpful and provide for the contacts for a lot of our students with the leaders in industry and business in the respective areas.

5. **How can teachers be trained to be capable vocational guidance people?** Although there was considerable discussion of this point, perhaps, no definite decision was reached. However, we felt that every teacher should have an opportunity for some guidance training in the college, and continue to develop in the guidance field through conferences and orientation programs. After all, experience is the best guide in this field.

Section II College and University Counseling

WILLIAM HOWARD

PROFESSOR OF EDUCATION, BUTLER UNIVERSITY
INDIANAPOLIS, INDIANA

Panel Participants: William Howard, Chairman, Butler University; Robert Calvert, Jr., Dean of Men, Hanover College, Hanover, Indiana; James G. Snowden, Director of Guidance, Vincennes University, Vincennes, Indiana; Edward R. Quinn, Notre Dame University, Notre Dame, Indiana; Lawrence

Riggs, Dean of Students, DePauw University, Greencastle, Indiana; and Elizabeth Wilson, Professor of Education, Purdue University, West Lafayette, Indiana.

The keynote in the session on college and university counseling was diversity rather than conformity, although there was complete agreement concerning the

purpose of counseling: helping students with their problems whatever those problems may be.

First we discussed the matter of organization for college counseling, and it was recognized that in different colleges, according to their size, there will be different organizational arrangements. We do feel that some type of a line and staff arrangement from the president to a dean of students with various assistants and student counselors is necessary. If there is a dean of men and a dean of women separate, as is the case in many institutions, some

3. We believe that the screening should be based on something above and beyond course grades. Just what the screening devices are, we were never able to pull out of one another, so we are still in question this.

4. We believe that a study of the tasks, duties, etc., of the different jobs in counseling is needed. We feel that counseling is more than an emphasis upon the tool, technique, or method.

With this in mind, we need to make it a much broader study than just to determine whether the individual knows how to administer a certain test, or to reflect, or interpret, or use some other similar device.

5. We need to find out, or at least study, what are the needs of this individual (the counselor). Why did he want to go into counseling? As Dr. Bordin pointed out this morning, the needs,

or the ways of expressing oneself are significant aspects of occupational choice.

6. Finally, we need to determine the kinds of experiences which we can provide people, children probably, which will provide them an opportunity to develop their own self-control, and to determine the age level at which these experiences should be introduced.

Section IV Private and Industrial Counseling

LOWELL L. HOLMES
MANAGEMENT RESEARCH ASSOCIATES
INDIANAPOLIS, INDIANA

Panel Participants: Lowell L. Holmes, Chairman; Maury G. Faddell, Executive Director, Faddell Personnel Service, South Bend, Indiana; Paul G. Pitz, Personnel Director, American States Insurance, Indianapolis, Indiana; John F. X. Ryan, Catholic Schools Psychological Service, South Bend, Indiana; Rudolph R. Schreiber, Director, Associated Psychological Services, Indianapolis, Indiana; and Harold M. Wisely, Assistant Director of Personnel Relations, Eli Lilly Company, Indianapolis, Indiana.

It seems that Dr. Bordin's idea of continuous "re-aiming" was the thing that caught fire in the panel on Private and Industrial Counseling. "Development" was really the thing that came up most in our discussion. Also, Dr. Ryan told of his research work which showed very definitely that those people

who had a real aim or a reality of a situation in guidance were the best adjusted people.

We did not know exactly how we can utilize this, and maybe we ought to work around the back way on it and see how we can use this to advantage. Does the fact that they have these realities make them adjusted, or does the fact that they are adjusted make them have the realities?

One of the things that struck us was this idea of compromise. There is a compromise that we have got to come to in all of our work. We are not going to find that one job is the job, and I think, that has been pretty well told.

Now one of the great things that we think was brought up today was the problem of getting the executive to think in terms of this development program. What do they want? Will they tell us what they want? Now as a man who deals with this kind of people, I can

tell you that that is a real problem. The question is, "When should we have people start thinking about vocational choice?" I feel, we need to have people start thinking about vocational choice when they are in the family, in the group. One said that he did not think that this could be done. Another said that he did not think that we could develop people after they were in industry, from a personal standpoint. I can not go along with that myself, but I have that wonderful naive hope that everybody can change.

How are we going to go at this job? What shall we do as teachers teaching teachers to do guidance work? It is a big job, but the big climate of learning is in the home; the other climate of learning is in the shop. The school can do some teaching, and imparts considerable information, but we do not change peoples' ways too much there. Now the solution to this whole problem as far as we see it, and the question we would like to raise is this: How are we going to get the executives to really study this developmental program and do something in terms, of not today, but tomorrow, and the next day and so on—a growth program!

Section V Rehabilitation Counseling

DURAND F. JACOBS
CHIEF VOCATIONAL COUNSELING SERVICES, V. A. HOSPITAL
MARION, INDIANA

Panel Participants: Durand F. Jacobs, Chairman; Kenneth Bratt, Chief, Vocational Rehabilitation Service for Blind, Board of Indus-

trial Aids and Vocational Rehabilitation for the Blind, Indianapolis, Indiana; T. O. Hall, Chief, Vocational Counseling Section, V.A. Region-

al Office, Indianapolis, Indiana; Maurine Miller, Psychologist, Goodwill Industries, Indianapolis, Indiana; Glenn Reynolds, Director Rehabilitation, Crossroads Rehabilitation Center, Indianapolis, Indiana; and Emet Talley, Supervisor Employment Counseling and Selective Placement, Indiana State Employment Service, Indianapolis, Indiana.

The panel for Rehabilitation Counseling raised some questions and with your permission, we should like to repeat some of the issues considered by our participants. As our point of departure, we were pleased to have Dr. Bordin's opening remarks. The individuals in rehabilitation counseling are a little different, perhaps, than most of the assembled group. Being in the minority we will accept the responsibility of being the odd ones, but our problems are somewhat different. We do not have the tremendous potential in our clients that is found in young high school and college students. We have what is left in the bottom of the barrel many years after disability in our institutional settings. Therefore, we do not quite go along with some of the formulae which Ginsberg, Super, and others are working so hard to develop on vocational development.

I do not think, in our field, we will ever reach the point of the psychiatrist who was able to tell a client with many problems that what he should do is get married and have a family. And then with professional and scientific forbearance, he added, "If that doesn't work we will try something else." In rehabilitation work we seldom have a second chance. The chips are down when we start. Thus, we felt developing formulae in our particular and limited area for vocational choice is a rather academic problem.

Were we to develop such formulae successfully, and if we could by some diagnostic horoscope determine what it was that brought the man to where he is and by virtue of this determine where the laws of natural behavior lead him, we still have a real community to deal with which does not really care about these developmental things at all. There are certain restrictions. If the man were born and raised and trained and experienced to be a lawyer and he is living on a farm with only animals, it just does not make sense to counseling him to become a lawyer. We have the community factors as the reality that we have to deal with. In spite of what the

patient in our setting has to offer we have to start from the other end. What are the limits of the situation he is returning to when he leaves our institution? This becomes our context. Then, what in the broad potential (comparatively) in the client can suit these limits? This lead us to some other practical problems.

One of our panel works in good will industries. Many of her people are severely disabled, and when they come in, it is not the question of finding the optimal vocational choice by whatever tools, techniques, studies, etc. are available. The problem is a very real and acute one. This man must have a dollar to buy groceries, and has to earn it as quickly as possible so that he does not starve. On the other side of the fence, there are those who have no economic problem at all. This was illustrated by one of our panelists who works with blinded veterans who have, by the generosity of our government, substantial pensions. These people want to work; not because they need the job for sustenance, but because they need the dignity of human labor so that they can raise their heads like others around them who live by these standards. They do not care where they work just so they can say they have a job. They do not care whether they get paid or not or how much.

However, this raised another question in our minds; namely: that we as professional people and as employees of the community that employs us have a greater responsibility, than to settle merely for this. We have the responsibility at least within the reality bounds that we have to work in, to bring the man not to just **any** solution, but to that satisfactory solution, which is in keeping with his optimal potentiality and realistically facing his limitations.

We then raised the issue, in the light of these things, of the role of the vocational counselor. We had a great deal of difficulty in defining this role. In fact, one member gave up in exasperation and said, "I don't like the turn this conversation is taking." The group agreed

that it is impossible to define the role of the counselor in rehabilitation counseling, not because we were seeking definitions, but because in rehabilitation counseling, there is more than a vocational counseling job.

It is true that counseling is one of the tools; vocations are one of the goals, but there is more to it than that. There is the matter of bringing the disabled patient **through** his handicap to the goal of vocational, personal, social, mental, physical, economic adjustment. To do this, we have to be more than just technicians. Because, of the press of work (the number of cases in proportion to the number of trained people) we even have to think twice about the face-to-face relationships that we have been trained in. A counselor in a cubical with a patient with a lot of tools, techniques, and methods at his disposal will never even scratch the surface. As someone said once before, we are so busy mopping up the water we never have the time to turn off the faucet. We have to think in terms of our unique position in rehabilitation counseling between the treatment institution and the reality problems of the community. By virtue of this vantage point, and we hope, by virtue of our rather broad training, we can take a different kind of role—one less satisfying to some because of their need to work directly with people but one which perhaps better meets the problem which faces us; namely: recognizing what needs to be done, then finding the people to do it, and then organizing them to get the job done. This process takes us one step removed from the patient. By virtue of our vantage point and our training, we go to the person who works with the patient. He can do the job better than we trying to act as a substitute. So it is a question of coordination, of organization, of someone not standing on high and pushing buttons, but someone who can collect the information, select persons who can do the specific jobs much better than he, and then funneling the information to them that will enable them to get the total rehabilitation job done.

Section VI

Community Services and Occupational Information

LEE E. ISAACSON

ASSISTANT PROFESSOR OF EDUCATION, PURDUE UNIVERSITY
LAFAYETTE, INDIANA

Panel Participants: Lee E. Isaacson, Chairman; Willam Baker, Family Counselor, Family Service Association, Indianapolis, Indiana; H. Robert Kinker, Associate Professor of Education, Indiana University, Bloomington, Indiana; Dayton L. Musselmann, Guidance Director, Public Schools, Ft. Wayne, Indiana; Jeanette P. Reilly, Adult Education Division, Butler University, Indianapolis, Indiana; and V. R. Rutherford, Division Ten Chairman Vocational Guidance, Downtown Kiwanis Club, Terre Haute, Indiana.

We have sometimes permitted ourselves by public misunderstanding, perhaps even by shallow or faulty thinking on our own part, to be stampeded into the point of view that vocational guidance is a process of moving from uncertainty to specific choice. We needed a name for this, and picking up a word that Dr. Bordin mentioned this morning, we describe this as the movement from oscillation to ossification. The emphasis that was made this morning on process—development process—may help us to

recognize more clearly that any good skeleton needs a good deal of cartilage in it. The less cartilage we have the more difficult is the ability to react to shock and to changing situations in the environment. We hope the stress upon "developmental" as a word keeps us continually in mind of the fact that we are not, perhaps, so much involved with making a final, specific, irrevocable choice as we are in building a solid skeleton yet including flexibility and the ability to change.

Our panel on Community Services and Occupational Information considered primarily two different areas. Vocational guidance has sometimes been described as the process of collecting information about the individual on the one hand and collecting information about jobs (occupational information) on the second hand. Some people have gone on to suggest a third step: the integration of these two. It seemed to me that the thing I heard our panel say this afternoon, and perhaps mentioned this morning, was that this matter of collecting information about the individual is not the simple collection of ability test

scores, interest inventory scores, high school grades, and so on; but that it should include understanding of the self in terms of standards of values, ethical principles, desires, the importance of prestige, etc. In other words, factors of this sort which would lead to a complete selfunderstanding are a very necessary part of the process. This then makes up one of the sides, and bear in mind it is not just test scores and the routine sort of information that we might find on the cumulative folder in the school.

On the other hand we were concerned also with the use of occupational information as such, or the use of community resources, either for further counseling or for obtaining information about jobs. Here, too, it seemed to me I heard murmurings of going beyond what most of the occupational pamphlets include, (which up to now has been primarily listing of the basic entrance requirements, anticipated salary today and ten years from now, the opportunities for retirement or additional income after

(Continued on page 46)

Conference Summary

EDWARD S. BORDIN

ASSOCIATE PROFESSOR OF PSYCHOLOGY AND, CHIEF OF COUNSELING DIVISION
UNIVERSITY OF MICHIGAN, ANN ARBOR, MICHIGAN

I am over-whelmed. I do not believe that we can possibly do justice to the range and complexity of the points that have been brought in by the various groups. So all I can do is to pick out one or two points and comment on them to some extent.

One of the themes running through many of the comments was a coming to grips with the fact that if we look at the problem of **vocational development** (in its broadest meaning) the counselor as a professional worker can-

not cope with it by himself. Each of the groups said this in one way or another, whether they talked about how they were going to have to relate themselves to the teachers, or to the faculty advisors, or to the executives, or to parents, or to other community resources. In every case, they were recognizing that this is a larger job, that it is a continuous job, that it goes far beyond the work of a "professional Counselor"—presumably someone who works with the client in his office. There

is a clear cut recognition of this.

One of the big problems now is what do we do about it, and I see some difficulties. For example, we try now to transmit to these other persons the very specific, technical kinds of information that we have been working with. We try to make them competent to use tests; we try to give them test information so that they will be able to use it; and we try to give them our analyses. And one of the big risks is that we try as professional people to deal with this problem of spreading the responsibility by handing out a lot of dicta to these other persons. (As I mentioned in one of the groups, for example, it has been very clear that we have almost com-

pletely confused parents about bringing up their children by giving them a set of rules which changed every so often and they never knew whether they were coming or going). I think we have to stand back a moment and recognize that people have been developing over a long period of time, and there is the possible implication of the question of what is all the fuss about.

We have to take this kind of question very seriously. We have to recognize that if we have reasonably well-developed people themselves with well-developed sensitivity to other people, we can interfere with these sensitivities. If we start offering them crutches that they can not really use, and substitute these crutches for capacities for understanding and relating to people that they have been developing over many years, we limit the effectiveness of these resource people. Thus we have to be very cautious in how we approach these others and try to establish our relationships to them. We have to begin to search out areas where we can be helpful, but in a very special way without recourse to a lot of gobble-de-gook or a lot of the special technical language, without offering them crutches. Rather, we should be able to establish the same kind of relationship to them that we visualize in working with

clients. The problem is not so much that these persons have no resources for dealing with the problems, but it is rather starting with the resources they have, helping them to remove what obstacles they face in using these resources, and perhaps in a very judicious way contribute a little bit concretely.

We are going to have to be able to do this in the face of the same kind of pressure from us that we experience in helping students make vocational choices. Anyone in a difficult situation wants some very quick, sure way out of the difficult situation. The student, blocked at some point of decision, wants it; the teacher, the counselor, or anyone trying to work with a person wants someone to give them a set rule that will solve everything. Each one of us wants it. In each of these situations, the person who is going to be the helper has to learn how to come to terms with this kind of demand from the person he is trying to help. This is a continuous process that applies to all kinds of consultative relationships.

Incidentally, in response to the discussion of the rehabilitation counselor, I think, on the one hand, that it is very important to recognize that the disabled or handicapped clients need more than the normal amount of support and

help at points. We have to be able to lift ourselves out of this distant role of the listener, the problem solver, as though there is nothing impinging on the individual. But in the process we also have to recognize how important it is to anyone in dealing with a situation, and faced with it, to be able to feel that he also contributed something—had made use of resources of his own—in coping with any situation. There is nothing that leaves one more helpless and terrified in the face of the future problems to be faced than the realization that the current problem was solved almost completely by the other person's help. How can he hope to hold on to this other person indefinitely as someone who is going to solve his problems as he faces them in the future? I think we are going to have to take both of these into account. We are going to have to step in the emergency with our resources, and also begin as quickly as possible to stimulate the utilization of the client's resources.

I suppose there are these kind of dead zero points where the individual has not only no resources right at this point but no resources he can use after that, but I think this is a dangerous assumption to make and more likely to be wrong than right.

Who Should Build the School Curriculum?

HAROLD H. STEPHENSON

PRESIDENT, SACRAMENTO JUNIOR COLLEGE
SACRAMENTO, CALIFORNIA

For some time now, psychologists and sociologists have been emphasizing interpersonal relations as the key to understanding ourselves and our society. Whatever constitutes the **self** or the **personality** can never be understood if it is thought of as something cooped up within us which isolates us from other **selves** or **personalities**. What we refer to as "I" is a result of the complex interrelationships which exist between us and other human beings. Together with the physical-biological factors which shape our individuality, the social

factors loom large in the creation of **self**.

The implications of this orientation have caused educators to reevaluate their concepts of the school's place in society. No longer does it seem realistic to think of a pupil's school environment as isolated from his home environment, or community environment. To do so is to attempt to fracture his personality, and to set limits to the application of his learning. The school is seen, rather, as fundamentally a social institution, and the school personnel, as

community agents entrusted with the integration of all of the child's learning experiences.

The importance of placing no barriers to interpersonal relationships among pupils, and, in fact, of implementing them in the interests of democratic social behavior, have led to the increasing use of group techniques in teaching. The underlying philosophy here is that the child who becomes conscious of his responsibilities toward the other members of society, and learns to contribute to the development of their personalities, as they, in turn, are contributing to his, will carry over these socially responsible attitudes into his activities as an adult.

For at least two decades social responsibilities have been fostered by student council organizations and allied

activities. Student councils which were foisted upon boys and girls in a spirit of self-defense by administrators who were looking for assistance in discipline problems, often failed. It was only when completely democratic procedures, unrestricted by authority, were instituted, that student councils functioned to encourage the development of democratic group skills.

And now teachers and school administrators are recognizing that another area of social activity needs reorienting to more modern concepts of social integration. The curriculum has too long been the sacred preserve of certain authoritarian administrators or key faculty members. From their lofty pinnacle of isolation, too many of them still assume complete responsibility for handing down a fixed and rigid curricular pattern, to be undeviatingly followed by teachers who "do not need to think" as one school system puts it.

A permanent curriculum committee or a school administrator who does not take into account the individual needs and interests of pupils, the individual abilities of both teachers and pupil, and above all, the importance of democratic participation on the part of all concerned in the experience of choosing and organizing the subject matter which is to be taught, is guilty of placing a ceiling on the learning process. A curriculum should not be embalmed into a static, frozen structure but should be made to live and grow through the vital contributions of teachers, pupils and also the community of which they are members.

Teaching is an art as well as a skill, and as an art, involves creativity. To order an artist to create within set patterns is to kill his creative ability. To require a teacher to teach creatively and effectively according to patterns he had no part in formulating is to treat him as a mechanic, not an artist.

On the other hand, interest also conditions learning. The pupil learns best through active participation in solving problems and meeting experiences which have reality and meaning for him. The objectives are as important to him as they are to his teachers or any

one else engaged in deciding on them. Why should the school refuse to allow him a responsible part in formulating those objectives? Pupil participation in curriculum planning not only motivates interest but offers one more opportunity for training for citizenship.

The teacher who sits down at the conference table with his pupils to plan their curriculum, soon notices that the learning situation extends beyond the boundaries of the school. The interests of the pupils are the interests of the community. The curriculum is seen in its proper perspective—not as an end in itself—but as a medium for organizing and integrating the interpersonal learning that derives not only from school but also from home and community. Just as librarians have repeatedly pointed out that every community library eventually becomes a specialized library, reflecting the hobbies, the cultural and the economic interests of the community which it serves, so the curriculum, which allows those whom it serves to participate in its construction, will also reflect the needs and interests which they find most vital.

According to modern concepts, the school is a dynamic group within society, with every one of its members acting and reacting with each other, developing attitudes and understanding which they carry into the interpersonal relationships of home and community; this is as it should be. The school is no ivory tower in which a child can be isolated from his environment. Through better integration with the community, the school better fulfills its purpose in a democratic society.

For this reason community participation in curriculum development is much to be desired also. Isolation only fosters fear and distrust. Too often teachers look upon school-community relationships as the responsibility of the administration, overlooking the fact that they themselves, through their more direct contact with the children are the chain of communication between the home and school.

Wherever teachers have acted to withhold information about methods or

curriculum from parents, they have fostered distrust and ill-will toward the school, a condition which can only result in the restriction of cultural integration, and thus less learning. There is nothing that frustrates parents more than to be told that Johnnie must not take his book home because mother or father might try to help him and thus confuse him. How much better for the teacher to offer to show the parents his methods of instruction, and encourage them to give Johnnie the individual instruction which he with his some forty-odd Johnnies cannot possibly accomplish! And how much better would be the interpersonal relations between parents, teachers and pupils!

Frequently teachers complain that parents are too busy with their own affairs to take an interest in the school activities of their children. They dump untrained unmanageable youngsters on the long-suffering teacher and wash their hands of the responsibility. Some parents do, unquestionably. But how much of this attitude has been brought about by the schools themselves in their failure to encourage better community integration?

In the final analysis, the school, the home, and the entire community have one and the same end in view,—that their children shall be educated to take their places as good citizens in a democratic society. If any one of those three agencies falls down in its responsibility, it is the job of the other two to emphasize its importance.

With this in mind, many schools are opening the gates of cultural communication more widely than ever before. Parents and all interested persons are taking their places besides teachers, administrators, and pupils at the curriculum-planning council table, each group listening and learning of the wisdom and experience and needs of the others, and participating in the sort of interpersonal relationships which are the very essence of democracy.

As William Heard Kilpatrick has said, "Only a genuinely free education can give continuity to a free society," and, "individual development is possible only in a free society."

The Student and His Library

ROBERT L. COARD
STATE TEACHERS COLLEGE
MINOT, NORTH DAKOTA

As the organ booms forth "Pomp and Circumstance" in scores of American colleges and thousands of solemn graduates enter auditoriums and field houses to receive diplomas, faculty members can't help wondering how many of the young men and women will really continue their education after leaving school. How many, for example, will read anything with a solid content?

A recent survey of the reading habits of the American public conducted by the American Institute of Public Opinion is not reassuring. The results as reported by *Time Magazine* for May 7, 1956, actually constitute one of the severest criticisms of American education in print: "...57 per cent of the nation's high-school graduates and 26 per cent of its college graduates have not read a single book in the past year. Asked to name the authors of twelve famous works—*Leaves of Grass*, *Gulliver's Travels*, *The Origin of Species*, etc.—9 per cent of the college graduates could not give a single name, 39 per cent could not name more than three."

Discount the statement as we might by pointing out that as more persons go to college, the level of ability inevitably declines, the finding remains a grave indictment of American education. A full analysis of the reasons for this appalling failure of college graduates to continue to read might reveal dozens of causes ranging from defective curriculums of study to an over dependence on anthologies in literature courses. I wish to treat but one possible cause and that one happily a cause that may be easily remedied. I do not think that we as college teachers do enough toward encouraging students to continue reading. From my own undergraduate days I cannot distinctly recall any teacher who talked specifically in terms of securing books to guide future reading or of the advantages of building a personal library. And yet unless books

are readily accessible on the bedside table or bureau, it is not likely that anyone will acquire the book habit. Students often leave college with the record appreciation habit, the theater-going habit, and the beer-drinking habit. Why not the book habit too?

Teachers ought to point out to the student that he has already taken the first step toward gathering a personal library when he buys his college textbooks. Many of these, such as his freshman English book and his college level dictionary, will be of much use when the time comes to write a full scale research paper or to compose a letter of application. Yet far too frequently, often through mere heedlessness, the student will let them go for a trifle. Future teachers who are going to provide instruction in isolated communities lacking sound reference books will line up to sell excellent college textbooks to a book agent for a song. I have an unhappy recollection of passing a classroom in which a final examination in Shakespeare was being held. A girl issued from the room, walked in a bee line to the college bookstore, and apparently parted company with Shakespeare's plays forever.

College textbooks are often worth retaining because of the additional value they have gained through personal association. Here a marked passage may revive memories of a stimulating class discussion, one that one would like to pursue in his future reading. Bibliographies at the end of chapters will serve as reading guides. I know I'm glad I retained one history book, not perhaps because of its bibliography, but because it contains a fine sketch of a certain history professor at the blackboard holding forth in all his radiant glory. I'm happy I didn't let that go to a book agent for a dollar!

The fact that so few college students continue to read profitably is doubly lamentable because the paperback re-

volution in books in our time enables everyone to own worthwhile books. For seventy cents, less than the cost of a movie, a student may buy *Good Reading* and *The Wonderful World of Books*, titles from the Mentor Series of the New American Library of World Literature, 501 Madison Avenue, New York, 22. If the student can be cajoled into securing these guides, he is likely to get both the stimulus and knowledge necessary to read and collect books. It is hardly an exaggeration to say that every title in the admirable Mentor Series from Homer's *Odyssey* to Rachel L. Carson's *The Sea Around Us* to John Crompton's *Life of the Spider* is worth purchasing.

The use of paperback volumes as texts whether they be Mentor Books, Bantam Books, Pocket Books, Rinehart Editions, Ballantine Books, Riverside Editions, Doubleday Anchor Books, or any of the others, is often a wise practice. True, the books wear out rapidly, but the low cost permits extensive reading in a course and puts the student in possession of company book lists and other information that will enable him to add similar titles to his collection. Incidentally, for one dollar anyone can write to the R. R. Bowker Company of New York and receive a copy of *Paperbound Books in Print*. The fall, 1955, issue provides an "index to 4500 inexpensive reprints and originals with selective subject guide." To illustrate the richness of this literature in one field alone, let me list a few titles from my collection of paperback short story anthologies: *Short Story Masterpieces* (Dell Books, 50c); *Stories for Here and Now* (Bantam Books, 35c); *50 Great Short Stories* (Bantam Books, 35c); *The Pocketbook of O. Henry Prize Stories* (Pocket Books, 25c); and *Best Short Stories of 1955* (Ballantine Books, 50c). Although most of the paperbacks on the newsstands are trash, the student should be brought to realize that beneath a number of the bosomy exteriors lurk Pulitzer and Nobel Prize winning works.

Perhaps teachers of English, those who above all should be "professors of books," do not provide adequate inspiration. Too often their emphasis is

textual, historical, or esoterically critical. Hired to be teachers, they wish to be scholars and wave their hands wearily whenever beginning courses in English are mentioned. Yet in the beginning English courses the enrollments and consequently the opportunities for reducing this dangerous half literacy are the greatest. I see no reason why beginning composition classes cannot be asked to read and write reports on current books instead of forever rehashing their meager autobiographical experience.

Students in the advanced English classes at least should be given some assignments in contemporary publications like the **Saturday Review**, New York **Times Book Review**, New York **Herald Tribune Book Review**, and other sources of information about the world of books and reading. Along with the customary essays on Bryant's knowledge of geology and Whitman's mistakes in French, they might be required to write a paper on the selection of books for a library in the home of a college graduate whose primary interests are in the humanities or science or the social studies.

An essay on the reference books a family could buy if it would do without a TV set might provide a pleasant change of pace from an examination of Tennyson's rhetoric. In addition to a Bible, should such a family purchase **Webster's New International Dictionary**, **Columbia Encyclopedia**, the **Rand McNally Atlas**, **Roget's Thesaurus**, **Stevenson's Home Book of Quotations**, the **Oxford Companion to Music**, the **Oxford Companion to American Literature**, the **Encyclopedia of World History**, etc.? Classes could check prices in the **Cumulative Book Index**. For opinions on the worth of the volumes they might be directed to Louis Shores' **Basic Reference Sources** and Constance Winchell's **Guide to Reference Books** and to reviews in publications like the **Library Journal** and **Subscription Books Bulletin**.

In the shopping season before Christmas all teachers ought to devote some class time to a discussion of books that might serve as suitable Christmas presents. Something must be done to en-

courage the expansion of bookstores, which even in cities of sixty or seventy thousand have been reduced to narrow islands in a sea of stationery and greeting cards.

In the last analysis college teachers must bear the brunt of this fight for the survival of the book in American society, and there is no better way to set about the task than to encourage the student to begin at once the engrossing and satisfying labor of building a personal library. More generous budgets for public and school libraries in themselves will not solve the problem. I can remember with a kind of haunting dread the words of a graduate of a large state university which is fond of boasting of the two million volumes in its library. "You know," he said to me, "I never read anything but the **Reader's Digest**."

Keynote Address

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come from rather socially deprived, rather educationally deprived, economically deprived settings, is that you find that they have given up; they feel as though they are at the mercy now of reality. They have given up some effort to try to work with reality to find this compromise and feel as though these are forces completely beyond their control—wherever reality pushes them, here they will land.

One of our biggest problems in the area of vocational choice is how to deal with this. Clients who have been drawn almost completely from this group (as is so often likely to be, for instance, in the veteran's hospitals) are people who have given up any active process of working with this compromise, whereas, this is really a permanent process.

That is one of our jobs, and I do not think counselors can do it alone, but I am thinking in terms of society. One of society's jobs is to try to keep this process active and perhaps this will be one of the important sources dealing with the problem of the overaged person. It makes a difference between

someone who keeps his alertness, who keeps being a functioning member of our society, as an older person as compared to what is so painfully evident for so many, the regressing into almost vegetable—the regressing into someone who is now (again not because of deprived social status but something else) once more at the mercy of all the forces around him.

Section VI

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completion of the job, and other routine information of this sort), but also to include such things as the ability to express one's self in work, the types of activities involved in this work which will help the individual as he sees himself and factors of this sort, beyond just the basic simple information of statistics and census data.

I think that perhaps it might also have been suggested that there were many techniques by which occupational information can be brought into this developmental process. Some of these were mentioned, not as ends in themselves, but simply as devices to help focus attention, to get the process started, and perhaps, to make some of the students more conscious of the need of considering this total program. Such things as career days have already been mentioned in the summary reports as well as the use of tours to industry or to jobs. All of these things help build a greater understanding on the part of the individual as he sees the job.

I think it was the consensus of our group that the counselor's job is to work with the individual to help him build a more complete self understanding of himself, his environment, and his hopes and aspirations. In helping to do these things, the counselor needs certain basic essential information in terms of jobs, the opportunities within the jobs for the individual, the extent to which these jobs will match the interests, goals, and desires of the individual in addition to just how well they match his mental abilities, test scores, and factors of this sort.